



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State’s measure of student progress in achieving the State accountability standards of Maine’s *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students’ scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 5

Test Date: March 2009
Code: 12431675
SAU: MSAD 49
School: Clinton Elementary School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

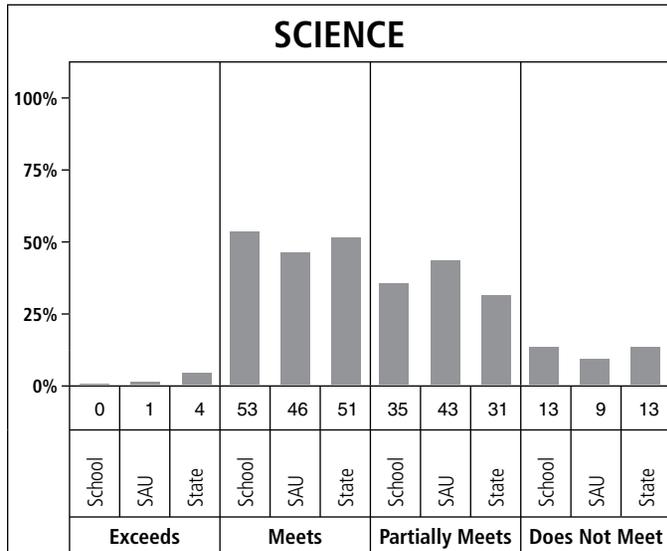
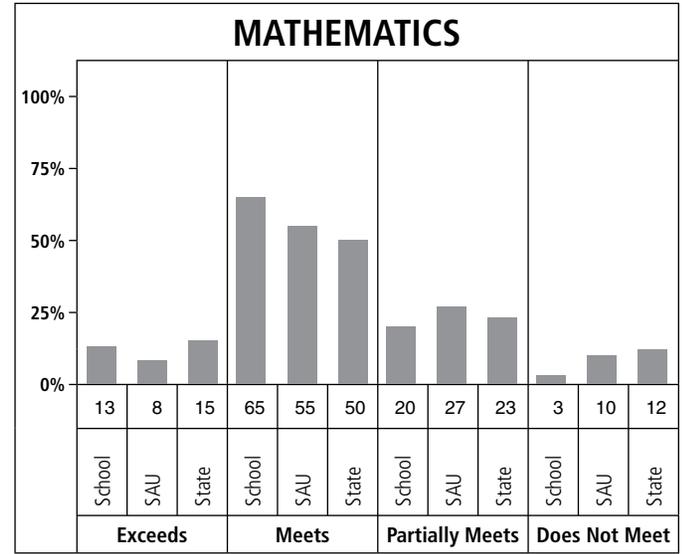
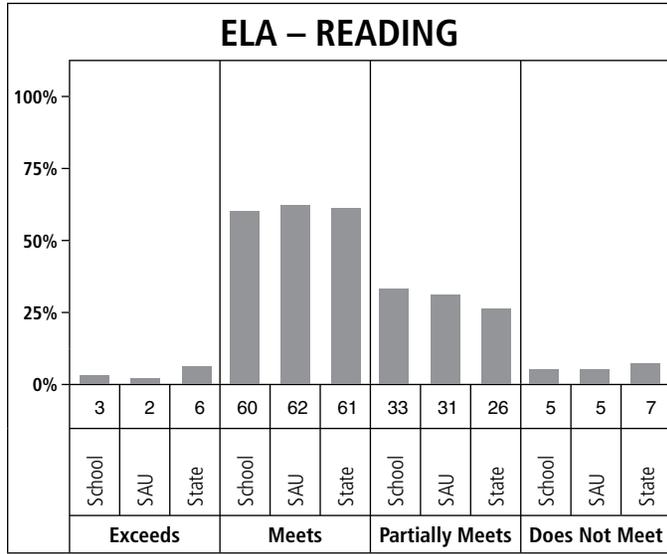
<i>Topic</i>	<i>Page</i>
Summary of Scores	2
Summary of Student Participation	3
English Language Arts – Reading Results	4-6
Mathematics Results	7-9
Science Results	10-12



SUMMARY OF SCORES

Test Date: March 2009
 Grade: 5
 SAU: MSAD 49
 School: Clinton Elementary School

Summary of School, SAU, and State Scores			
Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	540	546	544
2007–2008	547	547	545
2008–2009	544	545	546
Cum. Avg.*	544	546	545
Mathematics			
2006–2007	541	547	546
2007–2008	550	545	546
2008–2009	550	545	547
Cum. Avg.*	547	546	546
Science			
2008-2009 **	541	542	543



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

**Because science testing moved from grade 4 to grade 5 in March 2009, science standards were reset and therefore no historical data are available.



SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
 Grade: 5
 SAU: MSAD 49
 School: Clinton Elementary School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
	School		SAU		State		ELA-Reading				Mathematics				Science									
	n	%	n	%	n	%	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	42	100	176	100	14212	100	40	95	174	99	14135	100	40	95	174	99	14144	100	40	95	174	99	14137	100
Ethnicity African American/Black	0	0	1	1	397	3	0	0	1	100	388	98	0	0	1	100	393	99	0	0	1	100	389	98
American Indian or Native Alaskan	0	0	0	0	110	1	0	0	0	0	110	100	0	0	0	0	110	100	0	0	0	0	110	100
Asian or Pacific Islander	0	0	0	0	259	2	0	0	0	0	253	98	0	0	0	0	258	100	0	0	0	0	257	99
Hispanic	0	0	0	0	175	1	0	0	0	0	172	99	0	0	0	0	172	99	0	0	0	0	173	99
Caucasian/White	42	100	175	99	13271	93	40	95	173	99	13212	100	40	95	173	99	13211	100	40	95	173	99	13208	100
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Identified disability	11	26	33	19	2479	17	10	91	32	97	2454	100	10	91	32	97	2455	100	10	91	32	97	2451	99
Current LEP	0	0	0	0	374	3	0	0	0	0	359	96	0	0	0	0	370	99	0	0	0	0	366	98
Economically disadvantaged	24	57	90	51	5848	41	22	92	88	98	5815	100	22	92	88	98	5819	100	22	92	88	98	5812	100
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100	0	0	0	0	8	100

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science					
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	30	71	143	81	10849	76	30	71	144	82	10872	76	30	71	144	82	10976	77
Identified disability (PET/IEP)	1	3	3	2	298	3	1	3	4	3	307	3	1	3	4	3	338	3
LEP	0	0	0	0	170	2	0	0	0	0	169	2	0	0	0	0	177	2
504 plan	0	0	3	2	123	1	0	0	3	2	121	1	0	0	3	2	126	1
Participation with accommodations	10	24	30	17	3122	22	10	24	29	16	3124	22	10	24	29	16	3019	21
Identified disability (PET/IEP)	9	90	28	93	1992	64	9	90	27	93	2000	64	9	90	27	93	1971	65
LEP	0	0	0	0	184	6	0	0	0	0	196	6	0	0	0	0	184	6
504 plan	0	0	0	0	84	3	0	0	0	0	86	3	0	0	0	0	81	3
Other	1	10	2	7	907	29	1	10	2	7	886	28	1	10	2	7	826	27
Participation through alternate assessment (PAAP)	0	0	1	1	164	1	0	0	1	1	148	1	0	0	1	1	142	1
Identified disability (PET/IEP)	0	0	1	100	164	100	0	0	1	100	148	100	0	0	1	100	142	100
LEP	0	0	0	0	5	3	0	0	0	0	5	3	0	0	0	0	5	4
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Approved non-participation in reading – 1st year LEP	0	0	0	0	0	0												
Approved non-participation – special consideration	0	0	0	0	19	0	0	0	0	0	19	0	0	0	0	0	20	0
Non-participation – other	2	5	2	1	58	0	2	5	2	1	49	0	2	5	2	1	55	0

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.



ELA-READING RESULTS

Test Date: March 2009
 Grade: 5
 SAU: MSAD 49
 School: Clinton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in English language arts – reading.									
Exceeds the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 562–580)	2006-2007	1	3	19	11	702	5		
	2007-2008	2	5	10	6	659	5		
	2008-2009	1	3	3	2	836	6		
	Cum. Total*	4	3	32	6	2197	5		
Meets the Standards – The student's work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 542–560)	2006-2007	15	38	84	51	7730	55		
	2007-2008	26	70	108	64	8195	58		
	2008-2009	24	60	108	62	8495	61		
	Cum. Total*	65	56	300	59	24420	58		
Partially Meets the Standards – The student's work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student's ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 532–540)	2006-2007	18	45	47	28	4182	30		
	2007-2008	8	22	40	24	3800	27		
	2008-2009	13	33	54	31	3667	26		
	Cum. Total*	39	33	141	28	11649	28		
Does Not Meet the Standards – The student's work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student's responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 500–530)	2006-2007	6	15	16	10	1419	10		
	2007-2008	1	3	11	7	1362	10		
	2008-2009	2	5	8	5	973	7		
	Cum. Total*	9	8	35	7	3754	9		

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	48	100	29.4	61.3	30.4	63.3	30.8	64.2
A1/A2 Interconnected Elements/Literary Text	24	50	14.4	60.0	14.9	62.1	15.0	62.5
A1/A3 Interconnected Elements/Informational Text	24	50	15.0	62.5	15.4	64.2	15.8	65.8

The MEA assesses students' reading skills based on questions related to two types of reading passages: literary and informational. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



ELA-READING RESULTS (CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 49
School: Clinton Elementary School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	40	3	1	24	60	13	33	2	5	544	173	2	62	31	5	545	13971	6	61	26	7	546
Ethnicity																						
African American/Black	0										1						381	2	44	31	23	540
American Indian or Native Alaskan	0										0						110	0	48	38	14	541
Asian or Pacific Islander	0										0						252	11	58	21	11	547
Hispanic	0										0						166	4	54	32	10	543
Caucasian/White	40	3	1	24	60	13	33	2	5	544	172	2	62	31	5	545	13062	6	62	26	6	546
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	4	40	5	50	1	10	539	31	0	29	52	19	537	2290	0	29	47	23	537
No	30	3	1	20	67	8	27	1	3	545	142	2	70	27	1	547	11681	7	67	22	4	548
Current LEP																						
Yes	0										0						354	1	35	34	30	538
No	40	3	1	24	60	13	33	2	5	544	173	2	62	31	5	545	13617	6	61	26	6	546
Economically disadvantaged																						
Yes	22	5	1	12	55	8	36	1	5	543	87	1	57	37	5	544	5716	2	51	35	12	542
No	18	0	0	12	67	5	28	1	6	545	86	2	67	26	5	546	8255	9	67	20	4	548
Migrant																						
Yes	0										0						8	0	38	25	38	538
No	40	3	1	24	60	13	33	2	5	544	173	2	62	31	5	545	13963	6	61	26	7	546
Gender																						
Female	16	0	0	10	63	5	31	1	6	544	81	1	67	28	4	546	6882	8	62	24	6	547
Male	24	4	1	14	58	8	33	1	4	544	92	2	59	34	5	544	7089	4	60	28	8	545
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1914	1	41	44	14	540
No	40	3	1	24	60	13	33	2	5	544	173	2	62	31	5	545	12057	7	64	23	6	547
Gifted/talented program																						
Yes	0										0						450	26	72	2	0	557
No	40	3	1	24	60	13	33	2	5	544	173	2	62	31	5	545	13521	5	60	27	7	545

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 49
School: Clinton Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State						
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E		M		P		D		Mean Scaled Score		
	%	N	%	N	%	N	%	N	%	N	%	%	%	%	%	%	%	%	%	%		
How much homework do you do on school nights?																						
A. none	23	0	0	4	44	5	56	0	0	543	20	0	63	31	6	544	4	2	40	34	24	540
B. less than one hour	50	1	5	13	65	4	20	2	10	545	69	3	63	30	4	546	70	6	63	26	6	546
C. one to two hours	25	0	0	7	70	3	30	0	0	543	10	0	59	35	6	542	24	7	61	26	6	546
D. more than two hours	3	0	0	0	0	1	100	0	0	540	1	0	0	100	0	540	2	4	42	33	21	541
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	49	0	0	13	68	4	21	2	11	545	37	2	78	16	5	548	36	10	67	18	5	549
B. good	33	1	8	8	62	4	31	0	0	544	45	3	56	40	1	544	47	5	62	27	6	546
C. fair	15	0	0	2	33	4	67	0	0	540	17	0	48	38	14	540	15	2	47	40	12	541
D. poor	3	0	0	0	0	1	100	0	0	534	1	0	0	100	0	534	2	0	30	46	24	537
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	40	1	6	8	50	5	31	2	13	544	40	3	67	26	4	547	31	9	65	20	5	548
B. They match some of what I have learned.	48	0	0	13	68	6	32	0	0	543	49	1	60	35	5	544	55	5	63	27	5	546
C. They match just a little of what I have learned.	8	0	0	2	67	1	33	0	0	547	9	0	56	38	6	542	10	3	45	38	14	542
D. There is no match.	5	0	0	1	50	1	50	0	0	541	2	0	67	33	0	542	3	1	31	41	27	537
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	15	0	0	5	83	1	17	0	0	547	9	0	60	20	20	542	16	3	49	32	15	542
B. about the same as my regular schoolwork	62	1	4	13	54	9	38	1	4	544	71	2	59	36	3	545	64	7	63	25	5	547
C. easier than my regular schoolwork	23	0	0	5	56	3	33	1	11	541	20	0	77	20	3	546	20	5	62	26	7	546
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	5	0	0	2	100	0	0	0	0	545	7	0	45	45	9	538	10	1	33	42	24	538
B. Most of the passages were about the same as what I normally read.	62	1	4	15	63	7	29	1	4	545	52	2	61	30	7	545	52	4	61	29	6	545
C. Most of the passages were easier than what I normally read.	33	0	0	6	46	6	46	1	8	542	41	1	67	30	1	547	38	10	68	18	4	549
How much time do you spend reading at home each day?																						
A. more than one hour	5	0	0	2	100	0	0	0	0	550	20	3	71	23	3	548	20	10	64	21	5	548
B. 20 minutes to an hour	43	1	6	9	53	6	35	1	6	545	33	4	63	32	2	547	56	7	65	24	5	547
C. less than 20 minutes	18	0	0	4	57	3	43	0	0	542	16	0	64	32	4	544	10	3	52	33	12	543
D. I rarely read at home.	35	0	0	9	64	4	29	1	7	542	31	0	55	36	9	542	14	1	46	38	14	541
How many pages do you read in school and to complete homework assignments?																						
A. five or fewer pages	28	0	0	9	82	1	9	1	9	543	32	0	56	35	9	542	25	3	53	33	11	543
B. six to ten pages	18	1	14	1	14	5	71	0	0	541	25	5	61	32	2	546	26	6	61	26	7	546
C. eleven or more pages	54	0	0	14	67	6	29	1	5	545	43	1	71	25	3	547	49	8	65	23	5	547
Optional school/SAU question																						
A.	0										50	0	0	100	0	536						
B.	0										0											
C.	0										0											
D.	0										50	0	100	0	0	546						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
 N = Number



MATHEMATICS RESULTS

Test Date: March 2009
Grade: 5
SAU: MSAD 49
School: Clinton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL							
		School		SAU		State			
		N	%	N	%	N	%		
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in mathematics.									
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 562–580)	2006-2007	3	8	29	17	1711	12		
	2007-2008	7	19	14	8	1617	12		
	2008-2009	5	13	13	8	2119	15		
	Cum. Total*	15	13	56	11	5447	13		
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student's work may contain minor errors. (Scaled Score 542–560)	2006-2007	13	33	65	39	6778	48		
	2007-2008	21	57	90	53	7284	52		
	2008-2009	26	65	95	55	7046	50		
	Cum. Total*	60	51	250	49	21108	50		
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 530–540)	2006-2007	18	45	54	33	3884	28		
	2007-2008	6	16	43	25	3341	24		
	2008-2009	8	20	47	27	3193	23		
	Cum. Total*	32	27	144	28	10418	25		
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 500–528)	2006-2007	6	15	18	11	1683	12		
	2007-2008	3	8	22	13	1778	13		
	2008-2009	1	3	18	10	1638	12		
	Cum. Total*	10	9	58	11	5099	12		

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	48	100	27.6	57.5	24.4	50.8	25.5	53.1
A. Number	18	38	10.0	55.6	8.8	48.9	9.8	54.4
B. Data	10	21	6.1	61.0	5.4	54.0	5.2	52.0
C. Geometry	10	21	5.7	57.0	4.8	48.0	4.7	47.0
D. Algebra	10	21	5.8	58.0	5.4	54.0	5.7	57.0

The MEA assesses students' mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.

*Percentages are calculated by dividing the cumulative total of the number of students in the achievement level by the cumulative total of the number of students tested.



MATHEMATICS RESULTS (CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 49
School: Clinton Elementary School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	40	5	13	26	65	8	20	1	3	550	173	8	55	27	10	545	13996	15	50	23	12	547
Ethnicity																						
African American/Black	0										1						385	6	35	28	30	537
American Indian or Native Alaskan	0										0						110	5	42	34	20	540
Asian or Pacific Islander	0										0						257	19	50	20	12	548
Hispanic	0										0						166	9	43	31	17	543
Caucasian/White	40	5	13	26	65	8	20	1	3	550	172	8	55	27	10	545	13078	15	51	23	11	547
Not Reported	0										0						0					
Identified disability																						
Yes	10	1	10	4	40	4	40	1	10	543	31	3	32	42	23	538	2307	3	32	32	33	536
No	30	4	13	22	73	4	13	0	0	553	142	8	60	24	8	547	11689	17	54	21	8	549
Current LEP																						
Yes	0										0						365	5	33	30	32	536
No	40	5	13	26	65	8	20	1	3	550	173	8	55	27	10	545	13631	15	51	23	11	547
Economically disadvantaged																						
Yes	22	3	14	12	55	6	27	1	5	549	87	5	49	37	9	543	5731	7	46	29	18	542
No	18	2	11	14	78	2	11	0	0	552	86	10	60	17	12	547	8265	21	53	19	7	550
Migrant																						
Yes	0										0						8	0	38	50	13	540
No	40	5	13	26	65	8	20	1	3	550	173	8	55	27	10	545	13988	15	50	23	12	547
Gender																						
Female	16	1	6	12	75	3	19	0	0	550	81	4	56	27	14	543	6889	14	51	23	12	546
Male	24	4	17	14	58	5	21	1	4	551	92	11	54	27	8	547	7107	16	50	23	11	547
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1918	3	39	36	22	539
No	40	5	13	26	65	8	20	1	3	550	173	8	55	27	10	545	12078	17	52	21	10	548
Gifted/talented program																						
Yes	0										0						450	64	34	2	0	564
No	40	5	13	26	65	8	20	1	3	550	173	8	55	27	10	545	13546	14	51	23	12	546

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009

Grade: 5

SAU: MSAD 49

School: Clinton Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																							
A. none	23	0	0	8	89	1	11	0	0	553	20	6	51	34	9	544	4	8	38	26	28	539	
B. less than one hour	50	5	25	9	45	5	25	1	5	551	69	9	54	24	13	546	70	15	52	23	10	547	
C. one to two hours	25	0	0	8	80	2	20	0	0	546	10	0	65	35	0	545	24	15	51	23	11	547	
D. more than two hours	3	0	0	1	100	0	0	0	0	542	1	0	100	0	0	542	2	9	37	24	30	539	
Which of the following best describes how you rate yourself as a student in mathematics?																							
A. very good	46	3	17	15	83	0	0	0	0	555	42	14	60	18	8	549	34	28	50	14	8	552	
B. good	41	1	6	9	56	6	38	0	0	547	43	3	55	34	8	543	45	11	54	24	10	546	
C. fair	13	0	0	2	40	2	40	1	20	539	13	0	41	36	23	539	18	3	45	33	19	540	
D. poor	0										2	0	33	33	33	533	3	1	29	41	29	535	
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																							
A. The questions on the test match what I have learned in mathematics class.	53	2	10	13	62	6	29	0	0	550	46	10	58	27	5	548	38	22	52	19	7	550	
B. They match some of what I have learned.	30	3	25	8	67	1	8	0	0	553	41	7	52	27	14	543	48	12	53	24	11	546	
C. They match just a little of what I have learned.	15	0	0	4	67	1	17	1	17	543	11	0	53	26	21	541	11	6	40	30	24	540	
D. There is no match.	3	0	0	1	100	0	0	0	0	554	2	0	50	50	0	542	3	6	26	29	38	534	
How difficult was the mathematics part of this test?																							
A. more difficult than my regular schoolwork	13	1	20	1	20	2	40	1	20	546	12	10	35	25	30	540	17	7	42	30	21	540	
B. about the same as my regular schoolwork	73	3	10	21	72	5	17	0	0	550	73	6	57	29	8	545	64	15	53	23	10	547	
C. easier than my regular schoolwork	15	1	17	4	67	1	17	0	0	554	15	12	65	19	4	550	19	24	49	17	10	550	
On average, how many minutes a day do you spend working on mathematics in class?																							
A. less than 30 minutes	5	0	0	0	0	2	100	0	0	539	8	0	50	29	21	542	7	6	39	27	27	539	
B. 30–45 minutes	28	2	18	7	64	2	18	0	0	554	43	9	49	34	8	545	28	9	49	28	15	544	
C. 45–60 minutes	13	1	20	4	80	0	0	0	0	551	26	7	62	16	16	545	41	17	53	21	9	548	
D. more than 60 minutes	55	2	9	15	68	4	18	1	5	549	23	8	60	28	5	547	24	21	51	20	8	549	
How often do you use calculators in mathematics class?																							
A. almost every day	0										0						6	14	43	24	20	543	
B. two or three days a week	0										5	0	33	44	22	537	24	17	52	21	10	548	
C. two or three times each month	28	3	27	7	64	1	9	0	0	557	30	8	60	23	10	546	33	17	52	21	9	548	
D. never or almost never	73	2	7	19	66	7	24	1	3	548	65	8	54	28	10	545	38	12	49	25	14	545	
How often do you use hands-on materials in mathematics class?																							
A. almost every day	13	0	0	3	60	2	40	0	0	545	17	3	41	31	24	539	23	13	47	26	15	545	
B. two or three days a week	23	3	33	3	33	3	33	0	0	551	23	10	58	25	8	547	31	17	52	21	10	548	
C. two or three times each month	25	2	20	7	70	1	10	0	0	553	29	4	56	36	4	544	27	17	52	21	10	548	
D. never or almost never	40	0	0	13	81	2	13	1	6	550	31	11	59	19	11	548	20	12	50	24	14	545	
Optional school/SAU question																							
A.	0										50	0	0	0	100	528							
B.	0										0												
C.	0										0												
D.	0										50	0	100	0	0	542							

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number



SCIENCE RESULTS

Test Date: March 2009
 Grade: 5
 SAU: MSAD 49
 School: Clinton Elementary School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL								
		School		SAU		State				
		N	%	N	%	N	%			
The quality of a student's work at each achievement level reflects progress in attaining Maine's <i>Learning Results: Parameters for Essential Instruction</i> in science.										
Exceeds the Standards – The student's work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student's responses demonstrate the ability to synthesize information, analyze and solve difficult problems, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (Scaled Score 562–580)	2008-2009*	0	0	2	1	626	4			
Meets the Standards – The student's work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student's responses demonstrate the ability to analyze and solve routine problems and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (Scaled Score 542–560)	2008-2009*	21	53	80	46	7187	51			
Partially Meets the Standards – The student's work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student's responses demonstrate some ability to analyze and solve problems but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (Scaled Score 532–540)	2008-2009*	14	35	75	43	4364	31			
Does Not Meet the Standards – The student's work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student's responses demonstrate minimal ability to solve problems. Explanations are illogical, incomplete, or missing. There are many inaccuracies. (Scaled Score 500–530)	2008-2009*	5	13	16	9	1818	13			

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Science Total Points	48	100	28.1	58.5	28.3	59.0	29.2	60.8
D. The Physical Setting	24	50	13.0	54.2	12.7	52.9	12.9	53.8
E. The Living Environment	24	50	15.1	62.9	15.6	65.0	16.3	67.9

The MEA assesses students' science knowledge based on questions that measure the science accountability content standards highlighted in Maine's 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

- Content Standard D. The Physical Setting
- D1 - Universe and Solar System
 - D2 - Earth
 - D3 - Matter and Energy
 - D4 - Force and Motion

- Content Standard E. The Living Environment
- E1 - Biodiversity
 - E2 - Ecosystems
 - E3 - Cells
 - E4 - Heredity and Reproduction
 - E5 - Evolution

*Standards were set for the new grade 5 science assessment in May 2009 so no historical data are available.



SCIENCE RESULTS (CONTINUED)

Test Date: March 2009
Grade: 5
SAU: MSAD 49
School: Clinton Elementary School

REPORTING CATEGORIES	School										SAU					State						
	Tested		E		M		P		D		Mean Scaled Score	Tested		E		M		P		D		Mean Scaled Score
	N	%	N	%	N	%	N	%	N	%		N	%	N	%	N	%	N	%	N	%	
All Students	40	0	0	21	53	14	35	5	13	541	173	1	46	43	9	542	13995	4	51	31	13	543
Ethnicity																						
African American/Black	0										1						382	2	31	32	35	535
American Indian or Native Alaskan	0										0						110	3	36	35	26	538
Asian or Pacific Islander	0										0						256	5	51	27	17	542
Hispanic	0										0						167	1	40	37	22	539
Caucasian/White	40	0	0	21	53	14	35	5	13	541	172	1	46	44	9	542	13080	5	52	31	12	544
Not Reported	0										0						0					
Identified disability																						
Yes	10	0	0	5	50	4	40	1	10	539	31	0	32	48	19	538	2309	2	29	39	29	536
No	30	0	0	16	53	10	33	4	13	542	142	1	49	42	7	543	11686	5	56	30	10	545
Current LEP																						
Yes	0										0						361	1	23	32	44	533
No	40	0	0	21	53	14	35	5	13	541	173	1	46	43	9	542	13634	5	52	31	12	544
Economically disadvantaged																						
Yes	22	0	0	11	50	7	32	4	18	539	87	0	46	40	14	541	5729	2	42	37	20	539
No	18	0	0	10	56	7	39	1	6	543	86	2	47	47	5	543	8266	6	58	27	8	546
Migrant																						
Yes	0										0						8	0	25	13	63	530
No	40	0	0	21	53	14	35	5	13	541	173	1	46	43	9	542	13987	4	51	31	13	543
Gender																						
Female	16	0	0	7	44	6	38	3	19	539	81	1	43	44	11	541	6886	4	49	33	14	542
Male	24	0	0	14	58	8	33	2	8	543	92	1	49	42	8	543	7109	5	54	29	12	544
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	0										0						1917	1	31	41	28	536
No	40	0	0	21	53	14	35	5	13	541	173	1	46	43	9	542	12078	5	55	30	11	544
Gifted/talented program																						
Yes	0										0						450	25	72	2	1	557
No	40	0	0	21	53	14	35	5	13	541	173	1	46	43	9	542	13545	4	51	32	13	543

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 5
SAU: MSAD 49
School: Clinton Elementary School

QUESTIONNAIRE ITEMS	School										SAU					State							
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%		
How much homework do you do on school nights?																							
A. none	23	0	0	3	33	5	56	1	11	537	20	0	37	51	11	539	4	2	37	35	25	538	
B. less than one hour	50	0	0	11	55	6	30	3	15	542	69	2	48	42	8	542	70	4	53	31	12	544	
C. one to two hours	25	0	0	7	70	2	20	1	10	545	10	0	53	35	12	543	24	5	51	31	12	544	
D. more than two hours	3	0	0	0	0	1	100	0	0	532	1	0	0	100	0	532	2	4	39	31	26	539	
Which of the following best describes how you rate yourself as a student in science?																							
A. very good	33	0	0	8	62	4	31	1	8	543	27	2	48	43	7	542	26	7	56	26	11	545	
B. good	53	0	0	11	52	7	33	3	14	542	57	1	51	39	9	543	53	4	53	31	11	544	
C. fair	15	0	0	2	33	3	50	1	17	536	16	0	29	57	14	538	18	2	41	39	17	540	
D. poor	0										1	0	0	100	0	536	3	1	33	36	30	536	
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																							
A. The questions on the test match what I have learned in science class.	20	0	0	5	63	2	25	1	13	542	20	0	60	34	6	543	23	5	56	28	11	544	
B. They match some of what I have learned.	48	0	0	9	47	8	42	2	11	542	51	1	41	48	10	541	48	5	52	31	12	544	
C. They match just a little of what I have learned.	30	0	0	7	58	3	25	2	17	540	26	0	48	41	11	541	23	4	49	33	14	543	
D. There is no match.	3	0	0	0	0	1	100	0	0	532	3	20	40	40	0	547	6	3	40	34	23	539	
How difficult was the science part of this test?																							
A. more difficult than my regular schoolwork	13	0	0	4	80	1	20	0	0	546	19	0	47	47	6	542	23	5	48	31	16	543	
B. about the same as my regular schoolwork	69	0	0	13	48	9	33	5	19	541	67	1	44	44	11	541	58	4	52	32	12	543	
C. easier than my regular schoolwork	18	0	0	4	57	3	43	0	0	541	14	4	58	33	4	545	19	6	53	29	11	544	
How often do you have science classes?																							
A. every day	3	0	0	1	100	0	0	0	0	542	20	0	49	46	6	543	33	5	51	31	14	543	
B. a few times a week	50	0	0	11	55	7	35	2	10	543	49	0	46	45	9	541	45	4	52	32	11	544	
C. once a week	18	0	0	2	29	3	43	2	29	537	10	6	41	41	12	542	8	4	50	30	16	542	
D. a few times a month	30	0	0	7	58	4	33	1	8	541	21	3	47	39	11	541	15	4	52	30	14	543	
Which statement best describes how you learn science?																							
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	58	0	0	11	48	11	48	1	4	543	46	1	41	52	6	542	30	3	48	35	14	542	
B. I work in groups to design and conduct experiments.	15	0	0	3	50	1	17	2	33	536	17	0	41	41	17	539	23	2	43	37	18	540	
C. I do a combination of A and B, mostly A.	18	0	0	4	57	1	14	2	29	538	21	0	58	28	14	543	27	6	58	26	9	546	
D. I do a combination of A and B, mostly B.	10	0	0	3	75	1	25	0	0	543	17	3	52	41	3	544	21	6	58	27	10	545	
How often do you make observations and collect data in science class?																							
A. a few times a week	40	0	0	6	38	7	44	3	19	538	51	1	43	47	9	541	47	4	51	32	12	543	
B. a few times a month	23	0	0	7	78	0	0	2	22	544	23	3	53	30	15	542	27	5	54	30	11	544	
C. once a month	3	0	0	1	100	0	0	0	0	542	7	0	50	42	8	542	10	5	49	30	15	543	
D. never or almost never	35	0	0	7	50	7	50	0	0	544	19	0	45	52	3	543	15	3	48	32	16	542	
How often do you use observations and data to support your idea about science?																							
A. a few times a week	45	0	0	7	39	8	44	3	17	538	49	2	41	46	11	541	46	4	52	32	12	543	
B. a few times a month	23	0	0	7	78	1	11	1	11	545	26	0	52	41	7	542	28	5	53	30	12	544	
C. once a month	10	0	0	2	50	2	50	0	0	541	8	0	36	57	7	539	11	4	47	34	15	542	
D. never or almost never	23	0	0	5	56	3	33	1	11	544	18	0	57	33	10	544	15	4	50	30	16	542	
Optional school/SAU question																							
A.	0										50	0	0	100	0	532							
B.	0										0												
C.	0										0												
D.	0										50	0	0	100	0	536							

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